Cluster Statement		Standard	Keep or Propose Change	Type of Change: Removed, Re-written, Broken Up	Quality Standard Rule #	Reason for Proposed Change
Represent and solve problems involving addition and subtraction.	1.OA.1	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	keep			
Represent and solve problems involving addition	1.OA.2	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Keep			
Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.3	1.OA.3 Apply **commutative**, **associative**, **and additive identity** properties of operations as strategies to add. ~~and subtract.~~ (Students need not use formal terms for these properties.) Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) **8 + 0 = 8 (Additive Identity property)**	Change	Re-written	3	Clarify the properties used by first graders and eliminate the subtraction as the properties do not apply to the language.

Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.4	1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Keep			
Add and subtract within 20.	1.OA.5	1.OA.5 ~~Relate~~ Understand counting on as ~~to~~ addition and counting back as subtraction ~~(e.g., by counting on 2 to add 2)~~ eg. 5,(6,7,8) means 5 + 3 and 5, (4,3,2) means 5-2	Change	Improving clarity	3	?Example
Add and subtract within 20.	1.OA.6	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Change	Re-written	3	Discussed "fluency" **Should there be a clarification of fluency in the introductory documents
Work with addition and subtraction equations.	1.OA.7	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	Keep			

Work with addition and subtraction equations.	1.OA.8	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 +? = 11, 5 = □ – 3, 6 + 6 = □.	Keep			
Extend the counting sequence.	1.NBT.1	1.NBT. In the range of 0-120 1a Count on from any given number, ~~starting at any number less than 120.~~ 1b ~~In this range~~, read and write numerals and 1c represent a number of objects with a written numeral.	Change	Re-written and Broke Up	3	Multiple skills are broken apart into a, b, c to make the skills clearer
Understand place value.	1.NBT.2	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 2a. 10 can be thought of as a bundle of ten ones — called a “ten.” 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 2c.The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Keep			
Understand place value.	1.NBT.3	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, < and	Keep			
Use place value understanding and properties of operations to add and subtract.	1.NBT.4	1.NBT.4 **4a** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **4b** Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Change	Broken Up	3	To add emphasis to the regrouping and 2-digit addition

Use place value understanding and properties of operations to add and subtract.	1.NBT.5	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Keep			
Use place value understanding and properties of operations to add and subtract.	1.NBT.6	1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Keep			
Measure lengths indirectly and by iterating length units.	1.MD.1	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Keep			
Measure lengths indirectly and by iterating length units.	1.MD.2	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Keep			
~~Tell and write time.~~ **Work with Time and Money**	1.MD.3	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	Keep			

Represent and interpret data.	~~1.MD.4~~ **1. MD.5**	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Keep			
Work with Time and Money	**1.MD.4**	**Identify dimes and understand ten pennies can be thought of as a dime. Count the value of a set of coins comprised of pennies and dimes.**	New	New	2	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
Reason with shapes and their attributes.	1.G.1	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Keep?		1	
Reason with shapes and their attributes.	1.G.2	1.G.2 Compose **and Identify regular and irregular** two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles**)** ~~*or*~~ **and compose** three-dimensional shapes (cubes, **spheres**, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to ~~learn~~ **master** formal names such as “right rectangular prism.”)	Change	Re-written	1 and 3	deeper understanding of ALL shapes not just the predictable or familiar shapes. students do not name in Kindergarten, so after conversation with the K team, we added "identify" to begin but not master that process

Reason with shapes and their attributes.	1.G.3	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Keep?			We are wondering about the parts of a whole and parts of a set...will to study this during NF conversation!